R E P O R T R E S U M E S

ED 014 977 JC 670 790

AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS.

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PUB DATE 3 AUG 67

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS- *JUNIOR COLLEGES, *TEACHING LOAD, *TEACHER SALARIES, *TEACHING ASSIGNMENT, CLASS SIZE, TEACHING CONDITIONS, YUMA, ARIZONA,

EVALUATING FACULTY ASSIGNMENTS AGAINST A CONSISTENT SET OF CRITERIA IS ESPECIALLY DIFFICULT IN THE COMPREHENSIVE JUNIOR COLLEGE. THE FACULTY ASSOCIATION OF ARIZONA WESTERN COLLEGE DEVELOPED AN INDEX SYSTEM, IN WHICH THE NORMAL TEACHING EFFORT IS RATED AT 1.000 POINT EACH SEMESTER, OR 2.000 IN A 2-SEMESTER SCHOOL YEAR. FACTORS FOR EQUATING FACULTY EFFORTS ARE NUMBER OF COURSE PREPARATIONS, STUDENT CONTACT HOURS, CLASS CONTENT HOURS, AND CREDIT FOR ASSIGNED DUTIES OTHER THAN TEACHING (E.G., DRAMA, ATHLETICS, DIVISION CHAIRMANSHIP, EQUIPMENT MAINTENANCE, AND FRESHMEN COMPOSITION CONFERENCES). INSTRUCTORS SHOULD RECEIVE ADDITIONAL REMUNERATION FOR OVERLOADS, ACCORDING TO A PREDETERMINED RATIO. FACTORS AND INDEX WEIGHT VALUES ARE PROVIDED IN THE DOCUMENT. (WO)

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AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS

by
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To evaluate all faculty efforts against a consistent set of criteria is most difficult in a comprehensive junior college. The multiple lab approach necessary in some vocational-technical areas, the lab hours used in science, the extra sessions for several business courses, and the large class sizes found in social and behavioral sciences preclude many divisions agreeing that other divisions are working under such a heavy load. Inject some quasi-administrative duties, coaching duties for the performing groups, activity sponsorships and some social obligations, and the complexity of faculty efforts begin to compound and confuse the issue for adhering to a simple formula for equating faculty load.

Nevertheless, in keeping with the constant struggle to provide a system in which some recognition is given for each individual's responsibility, this index system was developed. The system underwent several revisions and the Faculty Association gave its approval. The attempt here is to present a basic format from which many institutions, in light of their own philosophy, might adjust their present method of determining faculty load to a more acceptable formula. The value of the weight given to any area can easily be changed to better accomodate the total effort called for by the college. Perhaps an additional category of importance to the college could be added and given weight in the determination of total effort. Regardless of how the college weighs the various responsibilities, the total outcome for the accepted normal teaching effort should not exceed 1.000.

It is suggested the faculty effort be determined at mid-term, thus lessening the problem of actual enrollments and class sizes. Most drop-add situations and student withdrawals have been taken care of by this time. At least it is assumed

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to be a more stable time than earlier in the term.

There are many factors involved in the determination of faculty effort. Although there are many factors concerned with determining effort expended, there are a few which seem to gain approval as being rather important to the work involved in college teaching. Hence, the factors chosen for inclusion in this particular index system for equating faculty efforts are:

1. Number of course preparations
2. Student contact hours
3. Class contact hours, and
4. Credit for assigned duties other than teaching. (Drama, athletics, division chairmen, equipment maintenance, freshman composition conferences, etc.)

This index system provides for a normal teaching load of 1.00 point each semester or a total of 2.000 for the year or perhaps 3.000 for a quarter system. Any variation indicates the instructor's overload or underload.

Since most instructors are on an annual contract, it is suggested the adjustment for overload be made in the spring after the combined loads have been determined for the two semesters on three quarters. This approach also allows for some adjustments in assigning work loads as the spring term usually has the least student enrollment. To clarify this approach, here is an example. The rate of stipend is based upon the institutional pay scale, so would very among institutions. However, this provides an understanding of the procedure: to provide for overloads a $75.00 stipend for each .10 over the normal 1.00 is suggested. This particular rate allows $7.50 for each .01 of a point above 1.00 carried by a faculty member.

In one instance, an instructor given added responsibility might receive a total for the year of 2.97 points. This is .97 of a point overload for the year.

The instructor would receive additional salary of $727.50. This sum is based on the scale of $75.00 for each additional .10 of a point.

To act as a guideline to understanding the teaching load index, the following factors and the index weight values as assigned are:

(1.) Number of course preparations

(a.) Each initial course preparation is equal to .10 of a point.

(b.) In cases of two or more sections of the same course, each additional section is weighed at .05 of a point.

(c.) Each lab section (2 to 4 hours) is equated to .025 of a point.

(d.) English composition (A.W.C. has three levels) - Each section is assigned .10 for preparation. Communication is of vital importance as the field closely relates to college success. To enhance success for the student, communicative skills are emphasized by requiring a student to hold a personal conference with his English instructor at least once each month during the semester.

(2.) Student contact hours (base of 375) - 375 student contact hours equals .300 of a point. This figure is derived by multiplying the weekly number of class periods, include three for a three hour lab, for which a class meets times the number of students who take the mid-term exam. Then, add the products for all classes, subtract the total from the base of 375. This base is derived from five three hour courses with 25 students in each. This base can be changed to facilitate the philosophy of class size in any specific college. The 375 (or any base figure) load is adjusted in the following manner.

(a.) Add .10 point for each 75 student contact hours over 375.

(b.) If total is less than the 375, deduct .02 of a point for each 75 contact hours or fraction thereof.

(c.) For small adjustments above the base add .01 for each eight student contact hours above the 375.

(3.) Class contact hours (Base of 15 per week) equals .300 of a point. This category relates to the total number of periods of instruction per week for which the instructor meets classes, regardless of student credit value of the course. An example would be a four credit hour science course which meets three periods per week for lecture and twice in two-hour laboratories, giving a total of seven class contact hours for this particular course.

To adjust class contact hours above or below the base (15), one would add .025 for each hour over the base or .10 of a point for each four hours over the base. For each class contact hour less than the base (15) subtract .01 of a point.

(4.) A.W.C. uses the released time approach to compensate for special assignments rather than specified remuneration for the responsibility. These assignments are figured into the regular load and become a part of one's total points. Special assignments at A.W.C. include:

(A.) Coaching

(1.) Athletics

(a.) Athletic Director - 3.0 hours credit per week for .125 of a point each semester

(b.) Head Coach -

Football - Fall - 3.0 hours credit for .125 of a point.

Spring - 2.0 hours credit for .084 of a point.

Basketball - Fall - 2.5 hours or .105

Spring - 2.5 hours or .105

Wrestling - Fall - 2.5 hours or .105

Spring - 2.5 hours or .105

Baseball - Spring only - 3.0 hours or .125

(c.) Assistant Coach - per sport - 2.0 hours or .084 of a point.

(2.) Drama - Plays 2.5 hours credit each or .105 of a point.

(B.) Division Chairmen - For administrative duties and the number of staff members (not including chairman) under one's direction:

(1.) 1-5 faculty equals .125 of a point per semester.

(2.) 6-10 faculty equals .150 of a point per semester.

(3.) 11 and up faculty equals .175 of a point per semester.

(C.) Equipment inventory and Maintenance - (Six of nine divisions assign duties in this category.)

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AUG 28 1967

CLEARINGHOUSE FOR
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INFORMATION

(1.) Agriculture

(a.) Farm Lab - 2.0 hours credit or .084 of a point each semester

(b.) Equipment - 1.0 hour credit or .042 of a point each semester

(2.) Business, Fine Arts, HPER, Science and Math and Technology - all receive 1.0 hour of equipment credit or .042 of a point per semester for a designated instructor.

(D.) Journalism - The sponsor is allowed, for each of the following, one hour of credit or .042 of a point each semester.

(1.) Student Literary publications

(2.) Newspaper (bi-weekly)

(3.) College annual

(E.) Music (Instrumental and vocal) - The Director is allowed one hour credit for each, college approved, performing group each semester for .042 of a point. For producing a weekly T.V. or radio show for a semester, an allowance of one or one and a half hours of credit is provided for .042 or .084 of a point, depending on the length of the program.

(F.) Distributive Education Supervisor - For coordinating duties 3.0 hours of credit per week each semester is allotted for .125 of a point.

In summary, one should remember that the index system is only the basic format and can be adjusted to better comply with the philosophy of any specific institution. A change in the weighed values, the contact bases, credit given for a specific responsibility as suggested here, or the rate of stipend for overload can easily be made to better serve the philosophy of the institution.

The important facet of the index system is that instructors with very small classes but many lab hours or the instructor with large classes but less class contact hours, can both gain recognition for their efforts in the comprehensive junior college.

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